
Tennessee School Counseling Framework

The Background:

In 1997, the Tennessee School Counseling Program: A Framework for Action was developed and distributed to all school systems. The document was intended to serve as a model to assist systems in evaluating their existing counseling programs and designing and implementing comprehensive school counseling programs based on specific local need.

In June of 2005, a committee of counselors, administrators and counseling educators from the three grand divisions came together to examine the document and to suggest revisions. In an effort to align more closely to the national model and provide for the current needs of students, families and schools throughout our state, the attached revised document was developed.

The Tennessee Model for Comprehensive School Counseling (2005) is directly aligned to the American School Counselor Association (ASCA) model and incorporates standards of achievement in the areas of academic, personal/social and career development. It is intended to be used by individual school systems across Tennessee as a guide in tailoring their own school counseling programs based on the assessed needs of their communities.

The document is divided into seven sections, two outliers (the Introduction and Appendix) and five model components (Preconditions, Foundation, Management Systems, Delivery Systems, and Accountability). While some of the original document was maintained, much of it was reformatted into the revised model.

The Recommendation:

The Division of Teaching and Learning of the Tennessee Department of Education recommends acceptance of the attached Tennessee Model for Comprehensive School Counseling on first reading. The SBE staff concurs with this recommendation.

Tennessee Model for Comprehensive School Counseling

Revised 2005

Acknowledgment

This document is based on a comprehensive, developmental school counseling program model provided by the American School Counselor Association. The original Tennessee model, The Tennessee School Counseling Program: A Framework for Action, was developed in 1997 by a statewide steering committee facilitated by Mary Simmons, Director of School Counseling Services for the Tennessee Department of Education. The revised model, The Tennessee Model for Comprehensive School Counseling, was developed by a statewide steering committee facilitated by Kellie Hargis, Coordinator of School Counseling Services for the Tennessee Department of Education in 2005.

The revision committee was comprised of the following members:

Mrs. Pat Cole.....	Community Foundation of Middle Tennessee
Mrs. Regina Hamilton Cox.....	Greene County Schools
Mrs. Sonya Sanes.....	Memphis City Schools
Mrs. Amy Ragland.....	Memphis City Schools
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Mrs. Lorie McCorkle.....	Carter County Schools
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Mr. Carey Collins.....	Shelby County Schools
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Mrs. Heather Holland Waldron	Knox County Schools

Special thanks to Dr. Carol Dahir at the New York Institute of Technology in Old Westbury, New York and Dr. Carolyn Stone at the University of North Florida in Jacksonville for their valuable research, counsel and input during the development of this model.

American School Counselor Association

The School Counseling Framework Revision Committee endorses the American School Counselor Association National Standards for School Counseling Programs. These standards, along with the ASCA National Model: *A Framework for School Counseling Programs*, continue to guide us through the process of development and revision of the **Tennessee Model for Comprehensive School Counseling**.

National Standards for School Counseling Programs and The ASCA National Model: *A Framework for School Counseling Programs* are available for purchase from the following:

American School Counselor Association Publications

P.O. Box 960

Herndon, VA 20172-0960

or

phone: 1-800-401-2404

fax: (703) 661-1501

Tennessee Model for Comprehensive School Counseling

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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Preface

This document offers a program for delivering school counseling services to Tennessee public school children. It is based on a developmental, comprehensive, systematic, sequential and accountable school counseling program model endorsed and distributed by the American School Counselor Association (ASCA).

This document is divided into seven sections, two outliers (the introduction and appendix) and five color-coded model components (preconditions, foundation, management systems, delivery systems, and accountability).

Introduction: includes the Rationale, under girded by the benefits & needs of a comprehensive school counseling program and roles of stakeholders

Preconditions: includes the structural components of the program, such as technology, staffing, materials, equipment, budget, facilities, supplies and other resources

Foundation: includes the Mission/Vision Statements, Guiding Principles, Program Definition, Tennessee Guidance and Counseling Standards, Tennessee Laws and State Board Policy

Management Systems: includes information about Management Agreements, Advisory Council, Use of Data, Action Plans and Use of Time and Calendars

Delivery Systems: includes information about Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support

Accountability: includes information about MEASURE (6 Step Process to Accountability), SPARC Reports, other Results Reports, Program Audits, and Counselor Performance Evaluation: Tennessee “Special Groups” Model.

Appendix: includes the ASCA Ethical Guidelines, necessary forms and other resource information

This model is intended for use by individual school systems across Tennessee. School systems and local schools are encouraged to use this document as a guide in tailoring their own school counseling programs based on the assessed needs of their communities. The writers of this revised framework continued in the way of their predecessors (Framework Committee 1997) and focused on creating a model aligned to national standards, incorporating standards of achievement in the areas of academic, personal/social and career development.

It is the intent of the committee that this model serve as a catalyst of change, empowering and uniting Tennessee school counselors as they fulfill their mission of preparing Tennessee students to live and work in the 21st century.

INTRODUCTION

School counseling programs in Tennessee have always played an important role in the total educational process for our children and youth. School counselors work with students, families, communities, faculties and staff addressing the issues that have a substantial impact on student academic, personal/social and career development. Wherever counselors serve, be it in rural, urban or suburban areas, they strive to meet the needs of **all** students.

There is a general belief that our public schools are at a critical point and that priorities must change if our schools are to provide the education that will enable our youth to function successfully in our complex society. Across the nation, school counselors are responding to the challenges and expectations by changing traditional position-centered (counselor-centered) services to data-driven, student-centered services.

The **Tennessee Model for Comprehensive School Counseling** represents what a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements necessary for program implementation. Such programs are vital to the school improvement process. School counselors work strategically as part of an instructional team to promote student success. They are specially trained educators in a position to call attention to situations within our schools that impact student learning. Serving as leaders and advocates, school counselors work collaboratively to provide services in a proactive, developmental and preventative manner.

RATIONALE

The purpose of the **Tennessee Model for Comprehensive School Counseling** is to focus and revitalize school counseling programs in Tennessee schools to be more responsive to the challenges facing our children, youth, families and communities today and in the future. The continued emphasis is on reaching ALL children with a school counseling program that is based on a clearly defined framework emphasizing student standards, connecting activities and processes. Further, it is to be delivered by a licensed school counselor using appropriate materials and resources. The program must incorporate a team approach, academic, personal/social and career competency development, deficiency remediation and systemic implementation. Additionally, it must be continuously refined through quality evaluation, addressing the changing needs of the student and the school.

SHARED BENEFITS: POSITIVE ASPECTS OF THE TENNESSEE MODEL FOR COMPREHENSIVE SCHOOL COUNSELING

For Students

- Facilitates academic development and increased achievement
- Promotes career exploration and development in our changing world
- Ensures equitable access to educational opportunities
- Strengthens understanding of self and others in a diverse society
- Increases the number and quality of opportunities for counselor-student interactions
- Promotes a rigorous academic curriculum for every student

For Parents/Guardians

- Provides support regarding their child's short range and long range educational development
- Increases opportunities for collaboration and communication between parents and school
- Improves parents' understanding of the school counseling program and its benefits
- Assists parents in obtaining necessary resources
- Ensures academic planning for every student

For Business, Industry and Labor

- Provides increased opportunities for schools to collaborate with the business community, industry and labor

- Enhances the role of the counselor as a community resource person
- Supports the academic preparation necessary for students' success in the workforce

For Local School Board Members

- Provides a rationale for implementing a comprehensive, developmental school counseling program
- Provides a structure for defining school counseling programs
- Provides for equity and consistency of school counseling services within districts
- Demonstrates the need for appropriate levels of funding

For Administrators/Principals

- Provides program structure with specific content
- Provides a quantitative means of evaluating comprehensive, developmental school counseling programs
- Enhances the image of the school in the community
- Promotes a curriculum responsive to local needs

For Teachers

- Encourages positive, supportive working relationships among teachers and counselors
- Provides teachers with a resource person who can assist them in analyzing and interpreting data

For School Counselors

- Clearly defines their role and function with emphasis on direct services to students
- Creates a tool for program management and evaluation
- Provides opportunities to serve all students
- Clearly defines responsibilities and activities for achieving specific student competencies
- Ensures the program's contribution to the school's mission

For Post-Secondary Educators

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for all students

ROLES IN RELATIONSHIP TO THE SCHOOL COUNSELING PROGRAM

School counseling is an integral part of the school program. The school counseling model is developmental and sequential. It is implemented by licensed school counselors with the support of teachers, administrators, support personnel, students, parents and community members. The school counseling program belongs to everyone and serves all students.

The Role of the School Counselor

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To serve as a student advocate
- To consult with teachers, administrators, school support personnel, parents and business/community agencies
- To participate in school meetings
- To work with parents in teaching effective parenting skills, creating a positive environment, and encouraging parent participation
- To provide staff development in identified areas of need and in orientation to the school counseling program
- To provide leadership in career development of all students
- To coordinate school activities pertaining to the school counseling program
- To facilitate the evaluation of the school counseling program

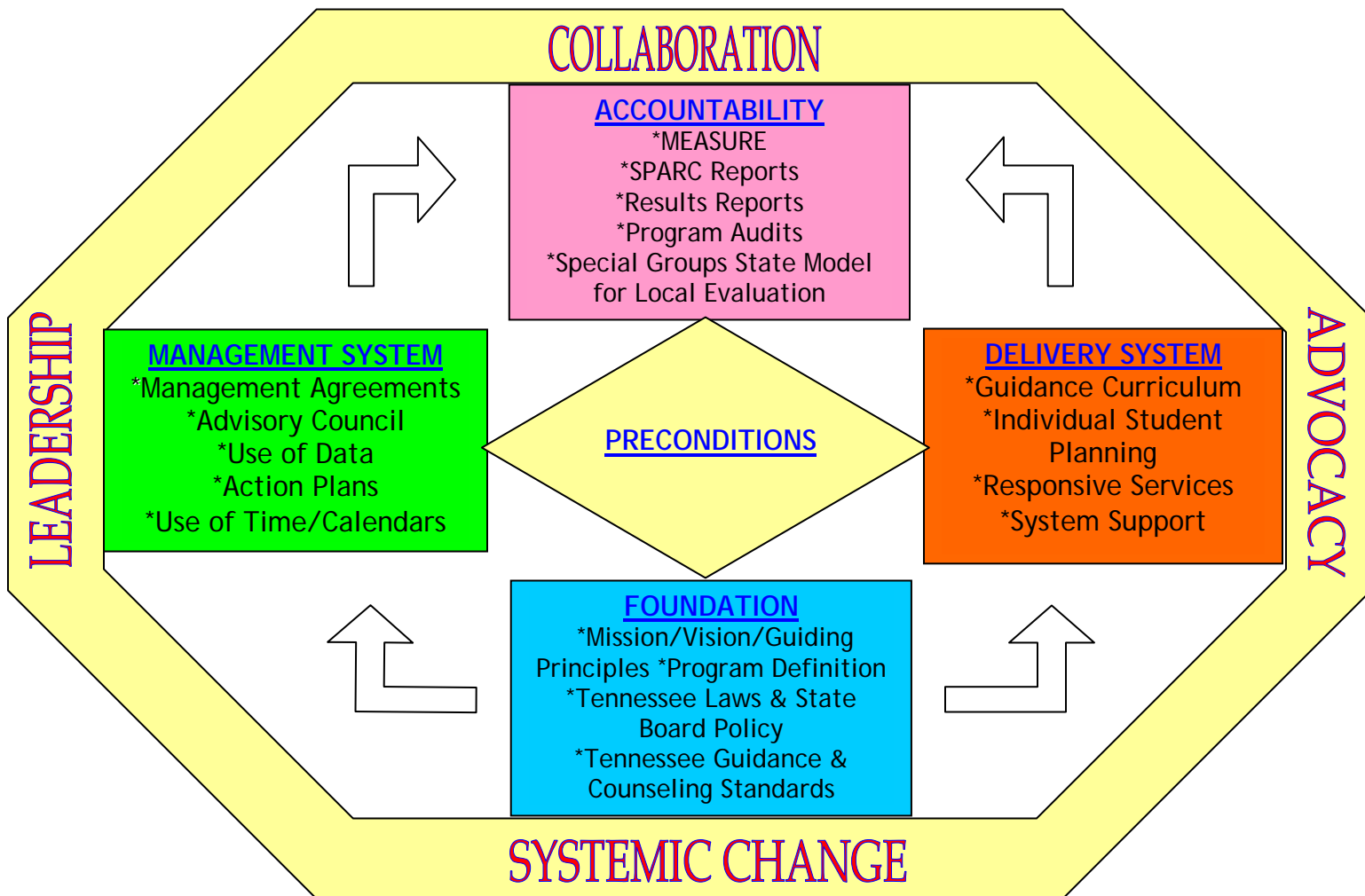
The Role of the Principal

- To support the school counseling program
- To assist the school counselor, as needed
- To consult with the school counselor
- To provide appropriate facilities and equipment
- To work with the counselor in establishing an advisory council
- To help the counselor insure that the school counseling program is an integral part of the total school program
- Assist in the evaluation of the school counseling program
- To recommend for employment properly licensed counselors

The Role of the Teacher

- To share insight and knowledge with the counselor in creating a positive environment for the student
- To support and assist with the implementation of the school counseling program
- To assist in identifying students with special needs and in making appropriate referrals
- To share student data with the counselor
- To incorporate information and insight from the counselor in developing effective teaching strategies
- To recognize that all students need some assistance in resolving problems
- To recognize that the school counseling program is vital to student academic success
- To collaborate with the school counselor in integrating the school counseling program into the academic program

Tennessee Model for Comprehensive School Counseling



OVERVIEW

The model graphic on the previous page represents the operational structure and components of the **Tennessee Model for Comprehensive School Counseling**. Like *The ASCA National Model: A Framework for School Counseling Programs* (2003), the graphic contains three levels and four squares, each representing one of the major systems of the model. All major components are listed in the model graphic within corresponding major systems. The major systems are as follows:

Preconditions: includes the structural components of the program, such as technology, staffing, materials, equipment, budget, facilities, supplies and other resources

Foundation: includes the Mission/Vision Statements, Guiding Principles, Program Definition, Tennessee Guidance and Counseling Standards, Tennessee Laws and State Board Policy

Management Systems: includes Management Agreements, Advisory Council, Use of Data, Action Plans and Use of Time and Calendars

Delivery Systems: includes elements of Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support

Accountability: includes information about MEASURE (6 Step Process to Accountability), SPARC Reports, other Results Reports, Program Audits, and Counselor Performance Evaluation: Tennessee “Special Groups” Model.

The arrows in the model point to the components they influence. Notice that an arrow points down from accountability to the foundation component, promoting the importance of using information learned through the accountability process to refine the foundation of effective school counseling. The border of the graphic is labeled with basic structural components, or preconditions, necessary for the effective execution of quality comprehensive school counseling programs.

In the following pages, each major system of the model will be described in detail, beginning with the exterior ring of preconditions and continuing through the major systems ending with accountability. Color coding is used to help distinguish between sections and to provide consistency of alignment from the graphic to the discussion. Additionally, such coding should provide for ease of reading and interpretation.

PRECONDITIONS

Budget

An adequate school counseling budget shall be established to reflect program needs. The counseling staff shall be included in the budget planning. Counselors should provide information regarding funds needed and knowledge of other funding sources that may be available. Such information should be included in the management agreement.

Facilities

A counseling center should be established in each school to implement a comprehensive school counseling program. The center should be accessible to all students including those with disabilities.

Facility Requirements:

- Appropriate space for individual and group counseling and large group programs
- A private office for the school counselor that is designed with the student's right to privacy and confidentiality
- Adequate space to organize and display school counseling materials

Resources

Materials

Materials should be current and available to counselors in order for them to implement developmentally appropriate activities for each grade level.

Material Requirements:

- Curriculum materials - kits, books, software, videos, games
- Assessment materials - interest and aptitude assessments, self-assessment, learning style inventories

Supplies/Equipment

Supplies and equipment should be relevant to the program and appropriate for the community it serves. These should be easily accessible and of sufficient quantity to support the program.

Supply/Equipment Requirements:

- Adequate supplies for office, such as paper, writing utensils, printer, printer cartridge, copy machine and other miscellaneous office supplies
- Access to TV/VCR/DVD player
- Appropriate locking file cabinets, telephone, and computer

Technology

School counselors use technology daily in the form of the Internet, word processing, student database systems and presentation software. Technology is used to help students perform career and educational searches and create online portfolios and four year plans. Additionally, technology is used in planning, implementing and evaluating the comprehensive school counseling program. Counselors should receive appropriate and adequate training in all areas of technology advancements and updates.

Technology Requirements:

- Computer for counselor use only
- Access to computer lab for program activities
- Access to printer(s), faxes, and copiers
- Technology and computer/related supplies

Staffing

The school counselor shall be licensed by the Tennessee Department of Education and shall have the training needed for fulfilling the responsibilities and specialized job assignments. It is strongly recommended that the length of a counselor's contract be extended to eleven months to assure adequate time to plan and implement a quality program. Appropriate counselor/student ratios are critical for program success and increased student achievement and development.

****The Tennessee Better Education Program (BEP) recommendation:***

- Elementary Guidance Counselors - Grades K-6: **1:500**
- Secondary Guidance Counselors - Grades 7- 12: **1:350**

American School Counselor Association recommendation:

*It is the position of the American School Counselor Association that the counselor/student ratio be determined by considering the major factor of student growth and development. Each school system is unique; what may be an ideal caseload in one system may be untenable in others. ASCA maintains that the implementation of a comprehensive school counseling program meeting the developmental needs of students be the primary determinants with the ratio being **1:250 or less**.*

Additionally, clerical support staff and other system support should be provided to ensure the effective management and delivery of quality comprehensive school counseling programs.

****The Tennessee Basic Education Program-BEP (2004-05))***

Tennessee State Board of Education, 710 James Robertson Parkway, 9th Floor Andrew Johnson Tower, Nashville, TN 37243-1050

THE FOUNDATION:

MISSION/VISION
GUIDING PRINCIPLES
PROGRAM DEFINITION
TENNESSEE LAWS
STATE BOARD POLICY
TENNESSEE SCHOOL COUNSELING &
CAREER GUIDANCE STANDARDS

FOUNDATION

The program's foundation serves as the solid ground upon which the rest of the program is built. Elements include, mission/vision, guiding principles, program definition, Tennessee laws and Tennessee State Board of Education policy, and the Tennessee School Counseling and Career Guidance PK-12 Standards.

Mission

Tennessee Comprehensive School Counseling Programs will provide educational support for all students by promoting and facilitating their academic, personal/social and career development.

Vision

As a result of the implementation of the Tennessee Comprehensive School Counseling Program, all students will be academically prepared, well adjusted members of society, lifelong learners and productive citizens.

Guiding Principles

1. **All** students* can achieve.
2. **All** students* have dignity and worth.
3. **All** students* need, deserve and must be provided a quality education.
4. **All** students* need, deserve and must be provided the support and guidance of caring, knowledgeable and skilled adults throughout their educational experience in order to ensure success.
5. Quality comprehensive school counseling programs are vital to the overall success of **all** students*, schools and communities.

*[*Regardless of race, gender, ethnicity, cultural background, sexual orientation, disability, socio-economic status, learning ability level or language]*

Program Definition

A school counseling program is comprehensive in scope, preventative in design and developmental in nature, designed to ensure that every student receives the program benefits.

Implemented by a credentialed school counselor(s), it is an integral part of the total education program as counselors work collaboratively with faculty/staff, students, families and community members to help meet the academic, personal/social and career preparation needs of ALL students.

Tennessee State Laws

49-6-303. School counselors.

- (a) (1) Each LEA shall employ or contract with school counselors for grades pre-kindergarten through twelve (pre-K-12).
- (2) The school counseling program shall be established and operated under guidelines adopted by the state board of education.
- (3) The state board of education shall report on the implementation and effectiveness of the program in its annual report to the general assembly.
- (b) School counselors shall provide preventive and developmental counseling to school students in order to prepare them for their school responsibilities and their social and physical development. In providing these services, school counselors shall:
 - (1) Aid children in academic development through the use and interpretation of test scores, improved pupil self-concept, and early identification and attention to problems that are deterrents to learning and development;
 - (2) Act in a consultative role to teachers relative to the use of test scores and improvement of the learning environment, use of out-of-school resources and agencies and development of a home-school liaison;
 - (3) Offer services related to the identification and placement of children with handicapping conditions;
 - (4) Serve in a consultative role to parents, in a liaison capacity, as a resource in understanding growth and development problems, and as an aid in understanding how some nonschool factors affect learning and achievement of children;

(5) Serve as a resource in decreasing discipline problems through an understanding of peer relations, teacher-pupil relations, social awareness and drug awareness;

(6) Aid in improving school attendance and retention by implementing an early identification and prevention program for potential attendance and retention problems;

(7) Serve as a resource in decreasing the incidence of juvenile delinquency by early intervention through guidance and counseling services;

(8) Act as a resource and consultant to teachers in implementing a career development program which, at the elementary school level, includes self-awareness, job awareness and pre-vocational orientation;

(9) Provide an available source for youngsters needing someone to "just listen" to their problems or concerns; and

(10) Serve as a resource and consultant to teachers in implementing an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property.

(c) The minimum requirement to be employed as a school counselor shall be an appropriate license granted by the state board of education.

[Acts 1985, ch. 472, § 1; 1999, ch. 256, § 1; 1999, ch. 367, § 3; 1999, ch. 372, §§ 1-5.]

49-5-302. School counselors and school teachers.

(a) A school counselor or school teacher is responsible solely for providing counseling and guidance to students at the school or schools at which the counselor is employed. If a counselor is employed as such on a less than full-time basis, those hours devoted to guidance and counseling shall be specified and adhered to closely. A school counselor is not responsible for general school administration or reports, except such reports as may be connected with the school's guidance program.

(b) Counseling and guidance include, but are not limited to:

(1) Counseling on academic problems or decisions;

(2) Counseling on social or peer-group pressure problems;

(3) Career counseling and guidance;

(4) Guidance on socialization and group interaction;

(5) Motivational guidance;

(6) Behavioral guidance; and

(7) Counseling on personal problems.

Tennessee State Board of Education Policy: Rules and Regulations

0520-2-2-.26 JOB DESCRIPTION, SCHOOL COUNSELORS

1) Service to Students

- a) Counseling and Consultation. The school counselor:
 - 1) provides counseling to students about adjustment to school and transition from grade level to grade level
 - 2) provides counseling to students about coping with difficult personal and family problems
 - 3) provides counseling to students in terms of increasing self-awareness and developing a positive self-concept
 - 4) provides consultation to students about decisions and goals
 - 5) provides counseling to students who are referred as having the following problems: attendance, retention, discipline, and pre-delinquency
 - 6) provides counseling in educational planning and placement
 - 7) provides counseling in career awareness and planning
- b) Counseling and Guidance. The school counselor:
 - 1) provides career development and educational and occupational information
 - 2) provides primary prevention instruction in areas such as sexual abuse and substance abuse at appropriate grade levels
 - 3) provides enhancement instruction in areas such as self-concept, interpersonal relations, and decision making appropriate to student development
 - 4) uses teacher and student participation in the implementation of the guidance and counseling program

- c) Evaluation and Assessment: The school counselor:
 - 1) provides academic development of students through the interpretation and use of assessments
 - 2) provides self-concepts development of students through evaluation and assessment

2) Service to School Staff

- a) Planning and Program Management. The school counselor:
 - 1) organizes, coordinates and evaluates an effective school guidance and counseling program that is based upon needs of students, staff and parents
 - 2) plans and establishes jointly with educational staff a comprehensive guidance program that responds to development needs of students
 - 3) provides up-to-date, accurate student records as relates to the guidance program
- b) Consultation and Communication. The school counselor:
 - 1) aids school staff in establishing learning environments most suited to the developmental needs of students
 - 2) aids school staff in the early identification of student problems
 - 3) aids school staffing implementing a career development program
 - 4) aids in program planning for students with special needs
- c) Staff Development. The school counselor:
 - 1) orients the staff to the guidance and counseling services
 - 2) provides staff development activities for school personnel on topics such as achievement and aptitude test results, parent involvement, behavior management, student motivation and human development
 - 3) cooperates with educational specialists and other resources in developing strategies for serving at-risk students, such as potential dropouts

3) Service to Parents

- a) Consultation and Communication. The school counselor:
 - 1) aids parents in developing strategies for supporting their children's educational programs
 - 2) provides parent training to promote better understanding of child development and behavior and to improve parent-child communication
 - 4) orients parents to guidance and counseling services
 - 5) aids parents with appropriate professional services outside the school when needed

Authority: T.C.A. §§49-5-302; 49-5-5003; 49-5-5004 and 49-6-303. **Administrative History:** Original rule filed March 16, 1992; effective June 29, 1992; revised September 1999.

**THE
MANAGEMENT SYSTEM:**

MANAGEMENT AGREEMENTS
ADVISORY COUNCIL
USE OF DATA
ACTION PLANS
USE OF TIME/CALENDARS

MANAGEMENT SYSTEM

In order to systematically deliver a quality program addressing every student's needs, the program must be efficiently and effectively managed. This section addresses the *when* (action plan and calendar), *why* (use of data), *who* will implement (management agreement) and *on what authority* (management agreement and advisory council) the school counseling program is delivered.

Management Agreements

Management agreements are to be established annually between school counselors and the principal. The counselor should produce and present yearly a draft of the agreement; the principal then reviews the document and arrives at consensus with the school counselor as to how students, guidance curriculum and services will be assigned to specific counselors. Decisions should be made based on site needs and data analysis. When the principal and school counselors meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly is more likely to produce the desired results for students.

See Appendix for sample MANAGEMENT AGREEMENT

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. Council membership should reflect the community's diversity and may include school staff, parents, school board members, student and business and community representatives. Advisory councils should meet twice a year at a minimum and may be organized at the system and the individual school level.

Use of Data

A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring students success. School counselors should be proficient in the collection, analysis, and interpretation of data. School Counselors monitor student progress through collection of various types of data:

- **Process data** offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.
- **Perception data** is gathered from needs assessments or surveys and report opinions at the time of data collection.
- **Results data** answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).

- **School improvement data** presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success (Stone & Dahir, 2004)

Listed above are sample types of data counselors may need to gather and analyze. Each local school/district should decide what is important to monitor. Counselors cannot monitor everything; therefore choices must be made depending on what is most appropriate and what is available at each local site.

It is necessary to note that while it is important for school counselors to generate, analyze and interpret data, **school counselors are NOT data entry clerks or attendance clerks and should not be used as such.**

School counselors may find relevant data through such tools as student education and career planning folders, also known as student portfolios. These often include, but are not limited to, the following documentation:

- Course selection
- Path choice
- Extracurricular involvement
- Awards and certificates
- Letters of recommendation
- Student resume
- Assessment results

Additional information regarding data collection and analysis can be found in the *Accountability* section of this handbook.

Action Plans

For effective delivery of services, school counselors must develop a plan of action detailing annual program activities as a means of addressing how desired results will be achieved. The Action Plan consists of structured developmental lessons designed to assist students in achieving the Tennessee Guidance and Counseling Standards. Selected components should relate to the School Improvement Plan (SIP).

Action Plans usually contain:

- Domain, standard and SIP goal to be addressed
- Student competency addressed
- Description of the activity
- Curriculum/materials being used in the activity
- Time line for completion
- Means of evaluation

- Expected result as demonstrated by student
- Person responsible
- # students involved

See Appendix for sample ACTION PLAN

Use of Time and Calendars

Time

School counselors should keep track of their time and document activities performed throughout the day. This documentation serves as a guide for future planning and program evaluation. ASCA recommends that school counselors spend the majority of their time in direct service to students. Gysbers and Henderson (2000)* are more specific in their recommendation for time distribution, suggesting that school counselors spend 80% of their time in direct service to students and 20% in program management.

While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, ASCA provides the following recommendation:

Sample Distribution of Total School Counselor Time within the Delivery System Component

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30%- 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

*Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Calendars

School counselors should develop and publish a master calendar of program events and activities. Calendars support program planning and help to facilitate involvement of stakeholders in the school counseling program. These can be great public relations tools. Thought must be given as to consistency of timing and distribution methods, format and attractiveness of the design, color and detail.

See Appendix for sample CALENDARS

**THE
DELIVERY SYSTEM:**

GUIDANCE CURRICULUM
INDIVIDUAL STUDENT PLANNING
RESPONSIVE SERVICES
SYSTEM SUPPORT

DELIVERY SYSTEM

The Delivery System is the “how” of the implementation process. It consists of activities, interactions and areas in which school counselors work to deliver the program. Within the delivery system there are four components: guidance curriculum, individual student planning, responsive services, and system support.

Guidance Curriculum

The school guidance curriculum is designed to facilitate the systemic delivery of lessons or activities to all students. These should be aligned to the Tennessee Guidance and Counseling Standards, addressing established student competencies. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three domains of student development: academic, personal/social and career. School counselors should differentiate their teaching strategies to address the diverse needs of every student served. Student mastery of competencies should be assessed using a variety of methods.

The guidance curriculum is often delivered through:

Classroom Instruction: School counselors provide instruction, via teaching, team teaching or assisting in the teaching of the guidance curriculum in the classroom, career center or other school facilities.

Interdisciplinary Curriculum Development: School counselors participate with other faculty in designing lessons which integrate content area units of study and the guidance curriculum.

Group Activities: School counselors provide instruction to students within a small group setting outside of the classroom.

Parent/Community Workshops: School counselors conduct workshops and informational sessions for parents/guardians and others.

It must be noted that a school counselor should NOT be used as the teacher of record for content courses. This is a misuse of their time and expertise. Additionally, while classroom guidance curriculum activities are worthwhile and an integral part of the total comprehensive counseling program, school counselors should NOT be required to spend all of their time in the classroom. (See page for distribution of time recommendations)

Individual Student Planning

This component consists of school counselor coordinated systemic activities that help ALL students plan, monitor, and manage their own learning as well as meet competencies in the areas of academic, personal/social and career development. School counselors also help students make the transition from home to school, school to school, school to work or school to higher education or career or technical training.

Individual student planning is often implemented through such strategies as:

Individual or Small Group Appraisal: School counselors assist students in analyzing and evaluating abilities, interests, skills, and achievement.

Individual or Small Group Advisement: School counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.

...and often includes such activities as:

- test score review/interpretation
- career decision making
- 4-year or 6-year planning
- yearly course selection
- scholarship/financial aid
- interest inventories
- college selection

Responsive Services

This component consists of activities coordinated by school counselors to meet the immediate needs and concerns of students. These services are available to ALL students and are often student initiated through self-referral; although others may also refer students for assistance.

Responsive services are often delivered using such strategies as:

Individual/Small Group Counseling: Counseling is provided on a small group or individual basis for students.

Consultation: School counselors consult with parents, teachers, other educators and community agencies regarding strategies to assist students and families.

Referral: School counselors use referral sources to deal with crises such as suicide, violence, abuse, illness, and death.

Crisis Counseling: School counselors provide prevention, intervention and follow-up to students facing emergency situations.

Peer Mediation: School counselors train students as peer mediators, conflict managers, tutors and mentors.

System Support

System support consists of management activities which establish, maintain, and enhance the total school counseling program. These activities include, but are not limited to:

Professional Development: School counselors should be actively involved in updating their professional knowledge and skills through in-service trainings (providing them as well as attending them), professional association membership, and continued post-graduate education and research.

Program Management/Operations: School counselors should coordinate planning and management tasks which support the activities of a comprehensive, developmental school counseling program. Additionally, as members of the faculty team, they should perform fair share responsibilities just as expected of all other staff members.

Consultation/Collaboration/Teaming: School counselors should consult and collaborate with faculty/staff, parents/guardians and community members in order to provide and receive information relevant to the school counseling program and the meeting of student needs.

**THE
ACCOUNTABILITY SYSTEM:**

MEASURE
SPARC REPORTS
RESULTS REPORTS
PROGRAM AUDIT
SPECIAL GROUPS STATE MODEL FOR
EVALUATION

ACCOUNTABILITY

Accountability and evaluation of the school counseling program are absolute necessities. Data must be collected and analyzed in an effort to evaluate the quality of the program. School counselors should develop specific and measurable goals. They should be prepared and expected to provide an answer to the question “How are students different because of the school counseling program?” with quantitative as well as qualitative data responses.

Although accountability has always been part of the school counselor’s professional responsibility, the No Child Left Behind (2001) legislation has raised the bar on accountability for everyone in education, including school counselors. The legislation, calls for all stakeholders in the school system to share responsibility for collectively removing barriers that impede learning and student success. School counselors are now focused on measurable results of the school counseling program and its impact on student achievement

All school staff work in an accountability-driven environment as schools are rated annually on their yearly progress. Accountability requires all educators to systematically collect, analyze, and use data to examine student achievement. School counselors can demonstrate and communicate how their school counseling programs positively impact student achievement and, by so doing, share accountability for school improvement with school and community

Stakeholders at the school, community, and state levels that have an interest in the work of school counselors continue to seek evidence that school counseling programs are accountable, promote student achievement, and address an advocacy agenda for equity in educational opportunities. Increasingly school counselors are being challenged to demonstrate the effectiveness of the school counseling program in measurable terms. If this challenge is to be met, school counselors must assume a leadership role for program development and implementation that is based on the Tennessee Guidance and Counseling Standards and connected to the goals of school improvement.

Using Data

Data informs, confirms progress, and reveals shortcomings in student performance (Stone & Dahir, 2004). In order to demonstrate the effectiveness of the school counseling program on student academic achievement and success, and the impact of the program on the goals of NCLB, school counselors need to use data. School counselors can collect and analyze student data to inform and guide the development of a comprehensive school counseling program based upon school wide issues. Annual school report cards publicize critical data elements such as attendance, graduation rates, postsecondary planning rates, and TCAP assessments. Data can be used to document the results of classroom lessons, the individual student planning sessions by grade level, and the strategies and interventions used to improve student academic achievement and equitable access for all students to programs and resources.

School counselors often use one of the following data sources to highlight program accomplishments:

- **Process data** offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.
- **Perception data** is gathered from needs assessments or surveys and report opinions at the time of data collection.
- **Results data** answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).
- **School improvement data** presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success (Stone & Dahir, 2004)

Finding Data

School-based annual school report cards publicize data elements such as attendance, demographics, graduation and postsecondary planning rates, and standardized test results. When data is disaggregated into categories such as ethnicity, gender, socioeconomic status, or teacher assignment it provides information for the analysis of student performance. It is then possible to more closely examine which groups of students are successful and which are failing. For example, data analyses would provide factual information for a school counselor to investigate whether or not equitable access to academically rigorous course-work was available to all students.

A school counselor familiar with using data to effect systemic change makes a strong case for looking at the equity issues in educational placement practices. Every student is entitled to a quality education and the opportunity to avail themselves of career and technical programs, music, art, languages, technology or advanced placement courses. The use of data will confirm that every student has a program of study and career plan that is commensurate with their aspirations and dreams.

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Critical Data Elements Can Include:

- ❖ Student report card grades
- ❖ Comments on student report cards
- ❖ TCAP (Terra Nova, Gateway and End of Course Exam) results
- ❖ Participation in academic support services
- ❖ Passing rates each quarter
- ❖ High school graduation rates
- ❖ Promotion from grade level to grade level

- ❖ Enrollment in Honors, AP, IB, College Level Courses
- ❖ GPA
- ❖ Number of students with career and education plans at the middle and high school
- ❖ Number of students enrolling in postsecondary education
- ❖ Number of students successfully completing postsecondary education

- ❖ Special Education referrals
- ❖ Drop out rates
- ❖ Attendance
- ❖ Discipline referrals
- ❖ Suspensions
- ❖ Mobility

(Adapted with permission for the Tennessee Model for Comprehensive School Counseling from Stone, C. & Dahir, C. (2004). *School Counselor Accountability: A Measure of Student Success*. Upper Saddle River, NJ: Merrill Prentice-Hall)

A MEASURE of Student Success –

MEASURE, a six-step accountability process, confirms the impact of the school counseling program on critical data, those elements of the school report card that are the backbone of the accountability movement. MEASURE supports the accountability component of the ASCA *National Model* (2003) and moves school counselors from a “counting tasks” system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda of today’s schools.

MEASURE is an acronym for:

Mission: *connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan*

Elements: *identify the critical data elements that are important to the internal and external stakeholders*

Aalyze: *discuss carefully which elements need to be aggregated or disaggregated and why*

Stakeholders - Unite: *determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies*

Reanalyze: *examine your results or your impact and rethink and refine the strategies, refocus efforts as needed*

Educate: *show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan*

MISSION

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for academic success for every student and is congruent with the goals of the school board.

ELEMENTS

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored or left behind.

ANALYZE

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

STAKEHOLDERS-UNITE

By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing strategies collaboratively will begin to move the data in a positive direction.

REANALYZE, REFLECT, AND REVISE

School counselors periodically review the data and strategies to see if the goals of the “MEASURE” were met. This requires refining and reflecting on which interventions and strategies successfully moved the critical data elements in a positive direction. If the targeted results were not met, then it is important to also reanalyze and refocus the strategies to determine why the interventions were unsuccessful in moving the data in a positive direction.

EDUCATE

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student success. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for impacting critical data and are viewed as essential to the school’s mission.

A Measure of Student Success

Sample MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School: *Bicentennial High School*

Name of Counselor Leading the Initiative:

Principal:

Enrollment and Setting (urban, suburban, rural): *1280 students – suburban setting*

School Demographics 2004 - 2005:

Caucasian/Non-Hispanic: 67% Hispanic: 11% African American: 20%

Other: 2%

English Language Learners (ELL): 12%

Free/Reduced Lunch: 28%

STEP ONE: MISSION

Connect your work to your school’s mission statement.
The mission of our high school is to provide an environment that nurtures and values each individual, and provides opportunities to enhance the intellectual, social, and physical capabilities of all students. Our graduates are prepared to meet the challenges of the 21 st century and contribute to community and society.

STEP TWO: ELEMENTS

Identify the critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary going rate.
The school counselors as part of the leadership team identified these critical data elements to attempt to impact: increase postsecondary-going rates

STEP THREE: ANALYZE

Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.	
Baseline: Where does the data fall currently? May 2004 68% students seek higher level academics 49% Caucasian; 17% African American; 2% Hispanic	Goal: Where should the data element be at the end of the school year? Increase post secondary going rates for Caucasians by 5%; Increase post secondary going rates for African Americans by 10%; Increase Hispanic rates by 10%

STEP FOUR: STAKEHOLDERS - UNITE

Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.	
<i>Impacting systems means 1) replicating successful programs and interventions, 2) identifying barriers that adversely stratify students' opportunities to be successful learners, 3) and developing strategies to:</i> <ul style="list-style-type: none"> change policies, practices, and procedures strengthen curriculum offerings maximize the instructional program enhance the school/classroom culture and climate provide student academic support systems (safety nets) influence course enrollment patterns to widen access to rigorous academics involve parents and other critical stakeholders (internal and external to the school) raise aspirations in students, parents, teachers, and the community change attitudes and beliefs about students and their abilities to learn 	
	Strategies Connect the strategies to the Tennessee Model for Comprehensive School Counseling and the Tennessee School Counseling & Career Guidance Standards
Stakeholders	Beginning date: September 2004 Ending date: June 2005
School Counselors	<ul style="list-style-type: none"> Mentor students in an after school program Work individually with students who are in conflict during the school day Deliver career and academic classroom information sessions about the interrelatedness between academic performance and future economic

	<p>opportunities, financial aid, and other critical, timely information</p> <ul style="list-style-type: none"> ▪ Monitor the course taking patterns and check to see that students are on target with their educational plans ▪ Be a consumer of data to see how students are performing academically ▪ Use data to monitor student progress toward achieving their educational plans ▪ Provide continuous education on career and educational information and opportunities so that educational/career plan are in flux and change as the students interests change ▪ Implement a rewards ceremony earned and distribute certificates to students who improved two or more course grades and each quarter ▪ Initiate an educational and career plan for every student ▪ Develop a program where honor roll students mentor at-risk students ▪ Advocate for a change in policy to give students in conflict a "time-out" or "cooling off" period instead of suspension ▪ Establish a Parent - Student Night to involve parents in their child's educational and career plan ▪ Establish a group for students who have been suspended for fighting ▪ Use Kuder each year with every high school student as part of the career planning process ▪ Connect students to mentors and tutors ▪ Encourage parents to raise aspirations for students especially first generation students ▪ Advertise deadline dates in multiple ways ▪ Establish a network of contacts who can personally nudge students to get in important information needed for postsecondary going ▪ Advocate with teachers and administrators and encourage students to enroll in higher level academics and show them the difference on standardized test for those students who take higher level academics
Administrators	<ul style="list-style-type: none"> ▪ Continue to deliver strategies already implemented such as the fall ninth grade information sessions ▪ Help the counselors access the necessary data to monitor progress ▪ Invite speakers from the community to serve as "mentors" and role models ▪ Offer lunchtime and after school workshops for teachers on connecting academics to students' future goals ▪ Begin the planning process for after-school homework and discussion groups for at-risk students
Social Worker	<ul style="list-style-type: none"> ▪ Hold discussion groups (rap sessions) for students who are in danger of dropping out ▪ Invite at-risk students and parent/guardians to attend a college admissions department special workshop for at risk teens
Parents	<ul style="list-style-type: none"> ▪ Assist in organizing a Career Fair at the high school. ▪ Participate in their child's educational and career planning conference ▪ Help organize the Alumni College Fair
Central Office Staff	<ul style="list-style-type: none"> ▪ Provide periodic meeting times for the faculty and staff to come together and exchange ideas with counselors from other high schools on how to increase retention and promotion rates ▪ Provide technical support in gathering data and reporting successes to district administrators ▪ Host a celebration of success

Teachers	<ul style="list-style-type: none"> ▪ Widen the reach of support to students by developing more peer helper programs, including peer tutoring and peer mediation ▪ Look for ways of connecting classroom instruction to real world applications ▪ Help the counseling staff identify which students do not plan to finish high school or who need help developing plans after high school ▪ Help the counseling staff identify students who need more help in developing a post high school plan ▪ Encourage students to take higher level academics ▪ Improve student preparation ▪ Alert counselors to which students need additional safety nets ▪ Integrate into the curriculum information on the 10 fastest growing occupations, how to complete the Free Application for Federal Student Aid, how pay and the level of education correlate, how to find job shadowing, interning or job experiences that introduces students to future occupations that may interest them, how lack of money should not hold students back (in other words messages of support for higher level academics) ▪ Encourage extracurricular activities
Students	<ul style="list-style-type: none"> ▪ Serve as mentors to freshman (honor roll students) ▪ Work with formerly at-risk students to speak to ninth graders ▪ Volunteer in school or community 1 hour a week. ▪ Serve as tutors
Technology Staff	<ul style="list-style-type: none"> ▪ Generate automated attendance and cut reports
Postsecondary Institutions (Community Colleges, Career and Technical Schools, Colleges, Universities)	<ul style="list-style-type: none"> ▪ Postsecondary educators provide workshops to students connecting work and career opportunities with what they do in schools ▪ Build a collaborative effort in order to deliver career fairs, information about postsecondary opportunities, financial aid information, and deliver classroom guidance lessons and individual and small group information sessions with students ▪ Help raise student aspirations by arranging for students to visit higher education campuses ▪ Connect with parents to raise their aspirations for their children ▪ Mentor Students
Attendance Officer	<ul style="list-style-type: none"> ▪ Monitor attendance of targeted students and reported to counselors and administration ▪ Follow up on absenteeism with parent/guardian ▪ Mentor and tutor students
School Clubs	<ul style="list-style-type: none"> ▪ Encourage clubs to reach out to ninth grade students not yet connected to the school, e.g., book club, video club ▪ Help students find a place to volunteer 1 hour a week ▪ Serve as Tutors
Alumni	<ul style="list-style-type: none"> ▪ Give testimonials to inspire students ▪ Organize college and career fair ▪ Mentor and tutor students
Business Partners	<ul style="list-style-type: none"> ▪ Supported the Freshman Parent Night Dinner ▪ Participated in the College and Career Fair ▪ Initiated a Job Shadowing program on Ground Hog day ▪ Mentor and tutor students
School Improvement Team	<ul style="list-style-type: none"> ▪ Monitor the requirement of 1 hour a week (40 hours annually) of volunteer service

STEP FIVE: REANALYZE, REFLECT, AND REVISE

Reanalyze: Analyze the data again. Did the baseline data move?	Reflect and Revise: Reflect on why the stakeholders were successful or unsuccessful.
<p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i> May 2004 68% postsecondary-going rate May 2005 74% postsecondary-going rates</p> <p>The strategies moved the data in a positive direction.</p>	<p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i> The rewards ceremony and certificates based on grades and courses passed were effective. Students loved the Job Shadowing Day</p> <p><i>Which strategies should be replaced? Added?</i> We need to include parents in the plan. Postsecondary training institutions should be invited to the planning sessions</p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i> Closely monitor the incoming 9th grade from day 1; monitor all students who fail one or more subjects each quarter.</p>

STEP SIX: EDUCATE

Promote and publicize the results.
<ul style="list-style-type: none"> Results positively impacted school climate by moving to a reward system for courses passed. Analysis of results resulted in implementation of data driven decision-making across the ninth grade staff including teachers, school counselors and student support services personnel.

Educate means to highlight your work in supporting student achievement and publish a report of the results. Educate others as to your results in the most efficient and effective way you deem appropriate. This can be verbal or written but written is more powerful. One type of written report is the *Student Personnel Accountability Report Card*, or *SPARC* a simple one to two page report developed by the Los Angeles County Office of Education and the California Department of Education to demonstrate results”(California Dept. of Education, 2004). SPARC has been adapted here to capture students who represent the data in the section called “Faces Behind the Data.”

The principal’s message affirms that the administration and faculty are aware of the counseling program’s mission and work and are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also in determining how successful interventions, school counseling curriculum, educational and career planning and other delivery mechanisms were in achieving student results. Collaboration and

working with all stakeholders, including faculty, parents and the community, is a key component of a SPARC. Whether published on the school counseling department's website or distributed at a parent event, the SPARC demonstrates the value of the counseling program and helps school personnel and community members gauge how students are different because of the work and priorities of school counselors.

Sample: SPARC

SPARC: TN School Counseling Programs Accountability Report Card

School: *Bicentennial High School*
suburban

Enrollment: 1280 *students -*

Principal:

Counseling Department Member(s):

Principal's Comments	Results
<p>"Our counselors worked very hard this year to increase the number of students in our school who are going on to higher education. 74% of our seniors are going on to career and technical training or college. This is the highest postsecondary-going rate that I can remember."</p>	<p><i>Baseline Data:</i> <i>May 2004 68% postsecondary-going rates</i></p>
<p>School Improvement Issues <i>Improve graduation rate</i></p>	<p><i>May 2005 74% postsecondary-going rates</i></p>
<p>Critical Data Element(s): <i>Improve the Postsecondary-going rates</i></p>	<p>Systemic Changes</p>
<p>Partnerships <i>Stakeholder Involvement</i></p>	<p>1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.</p>
<p>Administrator: <i>Support school counseling program initiatives</i></p>	<p>2. The counselors initiated data-driven decision making.</p>
<p>Teachers: <i>Developed peer tutoring programs.</i></p>	<p>3. A school wide effort focused on paying extra attention to help students successfully complete ninth grade.</p>
<p>Students: <i>11th and 12th graders served as mentors to 9th and 10th graders and reached out to students who were struggling.</i></p>	<p>4. Every senior grader had an educational-career plan.</p>
<p>Business Partners: <i>Supported Freshman Awards Ceremony. Organized a Job Shadowing experience on Ground Hog Day.</i></p>	<p>Faces Behind the Data</p>

(TN-SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)

See Appendix for TN-SPARC form

School improvement is hard work! Acting as agents of school and community change, school counselors can contribute to a climate where access and support for quality and rigor is the norm. In doing so, underserved and under-represented students now have a chance at acquiring the education skills necessary to fully participate in the 21st century economy. With an accountable, data-driven school counseling program, school counselors are seen as powerful partners and collaborators in school improvement and essential to fulfill the mission of every school. School counselor accountability becomes a MEASURE of student success.

Results Reports

These reports ensure programs are carried out, analyzed for effectiveness and changed and further improved as needed. The goal is to demonstrate change in student knowledge, attitudes and skills within the academic, personal/social and career domains.

Such results reports may include the following:

- grade level served
- lesson content area
- curriculum/materials used
- # of participants served/affected
- desired results
- actual results
- person delivering service
- timeline

Other reports, which analyze the program's impact over time, may include the following:

- demographic data
- attendance data
- suspension and expulsion rates
- behavior referrals
- promotion/retention rates
- graduation rates
- test results
- family involvement rates

See Appendix for sample RESULTS REPORTS

Program Audit

The program audit is used to assess the school counseling program in comparison with the Tennessee Model for Comprehensive School Counseling. Audits are first conducted when a program is first being designed and then yearly to appraise the progress of the development of the program. Program results should be shared with the Advisor Council and school administration.

See Appendix for sample PROGRAM AUDIT forms

Special Groups State Model for Local Evaluation

The Comprehensive Education Reform Act of 1984 (CERA) required that apprentice educators be evaluated at the local level using a State model or a locally developed plan that has been approved by the State Board of Education. State Board of Education rules additionally require the local evaluation of educators with a professional license. The State Board of Education has approved guidelines for local evaluation. The local school system has the option of evaluating educators more often than required by law.

Groups of educators who must be evaluated to meet requirements of the law are:

Educators with Apprentice License: In their first through years of teaching, these educators must be evaluated each year.

Educators with Professional License: In the life of a ten-year license, these educators must be evaluated twice.

Evaluations shall be conducted by the immediate supervisor or their designee. This designee must be the person responsible for evaluating educators as defined by the local board of education.

The Special Groups State Model for Local Evaluation is intended for educators who work in non-classroom settings most of the time. This population includes counselors, psychologists, social workers, consulting teachers, and attendance supervisors. Although all instruments in this model can be used for educators who have a mix of classroom and non-classroom experiences, the special groups model was designed for coordination with the State Model for Local Evaluation. For example, the evaluator can use the observation instrument from the special groups model or the one from the State Model for Local Evaluation when observing a counselor in a classroom setting.

FOCUS OF EVALUATION

Counselors are evaluated in six major areas (domains) of competency. These major areas are similar to the domains of competence in the comprehensive assessment for classroom teachers. The six domains are:

- Planning
- Delivers Effective Service
- Evaluation
- Program Management
- Leadership
- Communication

Throughout the evaluation period, the evaluator gathers information about the counselor through observations, conferences, and a review of the counselor's professionally related materials and professional leadership activities. This information must be reviewed with the counselor at a year-end conference and be translated into a five-point rating scale.

COMPETENCY SCORES

Many of the counselors evaluated under this model will already have a professional license. A few may be beginning public school experience. One does not expect beginning educators to have the same levels of performance as more experienced educators. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

1. Educators with Apprentice License (1st year counselors) – For Competencies I, II, III, IV: 3 competency scores of 3 or higher and 1 score of 2 or higher; for Competency V (Leadership): a score of 2 or higher; for Competency VI (Communication) a score of 3 or higher
2. Educators with Apprentice License (2nd – 3rd year counselors) – For Competencies I, II, III, IV, V: 2 competency scores of 4 or higher and 3 scores of 3 or higher; for Competency VI (Communication): a score of 4 or higher
3. Educators with Professional License (3+ years experience) – For Competencies I, II, III, IV, V: 4 competency scores of 4 or higher and 1 competency score of 3 or higher; for Competency VI (Communication): a score of 4 or higher

Selected sections of the Special Groups State Model for Local Evaluation Manual are included on the following pages. For a complete copy of the document, go to:

<http://tennessee.gov/education/frameval/specman.pdf>

Examination of the entire evaluation document is encouraged for all school counselors.

REFERENCES

APPENDIX

Tennessee Comprehensive School Counseling Program Management Agreement

(Department/Principal Agreement)

School Year _____ School _____

Student Access:

Grade level Domain (Academic, Personal/Social, Career)

Alpha listing No caseload By pathway

Other (please specify) _____

Counselor Responsibilities:

Counselor 1: _____

Counselor 2: _____

Counselor 3: _____

Counselor 4: _____

Programmatic Delivery

The school counseling department will spend approximately the following time in each component area to ensure the delivery of the comprehensive school counseling program:

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

The school counseling department will be open for student/parent/teacher access from _____ to _____ on the following days: _____

Approved schedule: ☐On File ☐Posted

Programs and services presented and available to students, staff, family and community members include, but may not be limited to:

School counselors will be compensated for extra work hours (beyond the work day) by:

☐Extra duty pay ☐Comp time ☐Principal/counselor negotiation

☐Flex schedule ☐No option for this

Necessary materials and supplies shall be provided and may include, but are not limited to:

The following funding resources support the school counseling program:

The school counseling department will meet: (check all that apply)
How often?

¿As a department team _____

¿With school staff/faculty _____

¿With the Advisory Council _____

¿With Administration _____

Office Organization

Responsibilities for the support services provided the counseling department will be divided among the support services staff:

Assistant will:

Clerk will:

Volunteers will:

Registrar will:

Receptionist will:

Others will:

Principal signature

Date

Counselor signatures

Date

Tennessee Comprehensive School Counseling Program Management Agreement

(Counselor/Principal Agreement)

School Year _____ School _____

Counselor Name: _____

PROGRAMMATIC DELIVERY

The school counselor will spend approximately the following time in each component area to ensure delivery of the school counseling program:

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

Lessons will be delivered in the academic, personal/social, and career domains.

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times on the following days:

The school counselor will participate in one or more of the following professional development opportunities:

- ☐ District counselor meetings ☐ Yearly state counselor conference
☐ Yearly national conference ☐ Classes/workshops
☐ Other _____

The school counselor will meet: (check all that apply)
How often?

- ☐ With school staff/faculty _____
☐ With the Advisory Council _____
☐ With Administration _____

School counselors will be compensated for extra work hours (beyond the work day) by:

- ☐ Extra duty pay ☐ Comp time ☐ Principal/counselor negotiation
☐ Flex schedule ☐ No option for this

Necessary materials and supplies shall be provided and may include, but are not limited to:

The following funding resources support the school counseling program:

Principal signature

Date

Counselor Signature

Date

SPARC: TN School Counseling Programs Accountability Report Card

School:
Principal:
Counseling Department Member(s):

Enrollment:

Principal's Comments School Improvement Issues	Results
Partnership	Systemic Changes
	Faces Behind the Data

(TN-SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)